

**FACTORS INFLUENCING BOARD OF MANAGEMENT MEMBERS'
EFFECTIVENESS IN FINANCIAL MANAGEMENT IN PUBLIC
SECONDARY SCHOOLS IN KOIBATEK DISTRICT, KENYA**

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the Degree of Master of Education in Educational Administration**

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DECLARATION

The research project is my original work and has not been submitted for a degree in any other university

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DEDICATION

This work is dedicated to my family.

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TABLE OF CONTENTS

Content	Page
Title page	i
Declaration	ii
Dedication	iii
Acknowledgement	iv
Table of contents	v
List of tables	ix
List of figures	xi
Abbreviations and acronyms	xii
Abstract	xiii

CHAPTER ONE

INTRODUCTION

1.1 Background to the study	1
1.2 Statement of the problem	5
1.3 Purpose of the study	7
1.4 Research objectives	7
1.5 Research questions	8
1.6 Significance of the study	8
1.7 Limitations of the study	9
1.8 Delimitation of the study	9
1.9 Assumptions of the study	9

1.10 Definitions of significant terms	10
1.11 Organization of the study	11

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	12
2.2 Financial management in schools	12
2.3 Level of education of BOM and financial management	18
2.4 Board of Management administrative experience and financial management	20
2.5 Board of managements’ quality of training in seminars and financial management	22
2.6 Managers’ classification by gender and financial management	23
2.7 Summary of literature review	25
2.8 Theoretical framework of the study	26
2.9 Conceptual framework of the study	28

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	30
3.2 Research design	30
3.3 Target population	30
3.4 Sample size and sampling procedure.....	31
3.5 Research instruments	32
3.6 Instrument validity	33

3.7 Instrument reliability.....	33
3.8 Data collection procedures.....	35
3.9 Data analysis techniques	35

CHAPTER FOUR

DATA ANALYSIS, DISCUSSION AND INTERPRETATION

4.1 Introduction.....	36
4.2 Response rate	37
4.3 Background information	37
4.4 Board of Management members’ level of education and financial management	41
4.5 Board of Management members’ administrative experience and financial management	45
4.6 Quality of training in seminars and Board of Management financial management	50
4.7 Board of Management members’ gender and financial management	56

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	61
5.2 Summary of the study	61
5.3 Discussion of findings.....	65
5.4 Conclusions.....	67
5.5 Recommendations.....	68
5.6 Suggestions for further research	69

REFERENCES.....70

APPENDICES

Appendix I: Letter of introduction.....75

Appendix II: Questionnaire for teachers.....76

Appendix III: Questionnaire for BOM members and the DEO.....81

Appendix IV: Research clearance permit86

Appendix V: Research authorization87

LIST OF TABLES

Table	Page
Table 1.1: Performance in KCSE among districts from 2011 – 2013.....	6
Table 3.1: Sample size	31
Table 4.1: Response rate	37
Table 4.2: Distribution of respondents by gender.....	38
Table 4.3: Working experience of the respondents	39
Table 4.4: Level of education of the respondents	40
Table 4.5: Formulation of policies by BOM members with primary level of education	42
Table 4.6: Efficient and economic management of finances by BOM level of education with secondary education	43
Table 4.7: Hold regular BOM meetings of BOM members with college level of education	44
Table 4.8: Keeping proper accounting records by BOM members with university level of education.....	45
Table 4.9: BOM experienced in administrative experience and financial management practices	46
Table 4.10: BOM inexperienced in administrative experience and financial management practices	47
Table 4.11: BoM effectiveness in financial Management and administrative experience	49

Table 4.12: Trained BOM members and financial management practices.....	52
Table 4.13: Untrained BOM members and financial management practices	53
Table 4.14: Effectiveness of attended seminars in financial management practices	54
Table 4.15: Gender composition of Boards of Management.....	57
Table 4.16: Male Board members and financial management	58
Table 4.17: Female Board members and financial management.....	59

LIST OF FIGURES

Figure	Page
Figure 4.1: Attendance of seminars/workshops in Financial Management by BOM members.....	51

ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
CEB	County Education Board
DQASO	District Quality Assurance and Standards officer
FINCOM	Finance Committees
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
PTA	Parent and Teachers Association
SCEO	Sub-County Education Officer
SGB	School Governing Board

ABSTRACT

The study aimed at investigating factors influencing Board of Management members' effectiveness in financial management in public secondary schools in Koibatek District. The study was guided by the following objectives; to establish the influence of Board of Management members' level of education, administrative experience, quality of training in seminars and gender on the effectiveness in financial management. This study was based on Contingency theory by Fielder (1967) in Okumbe (1998). The study used descriptive survey design. The target population of this study comprised 30 secondary schools, 450 BOM members, 151 male teachers, 116 female teachers and the DEO in Koibatek District, Kenya. The teachers and BOM members and DEO were involved because they understood the factors that influence financial performance in public secondary schools. The sample size included 45 BOM members, 80 teachers and the District Education Officer which resulted to 126 respondents. The study used stratified sampled for BOM members to involve 8 male and 7 female members from each school. Purposeful sampling was used to select different BOM members; chairman, secretary, treasurer and BOM members in the sampled school to participate in the interview. Questionnaires and interview schedules were used for data collection. Reliability analysis was done through test-retest method. Reliability coefficient of 0.6 was calculated using the Pearson Product Moment Correlation Coefficient that deemed the questionnaire reliable. Validity was ensured through discussion with the experts including supervisors and colleagues. Primary data was collected and analyzed using quantitative and qualitative techniques and presented in tables and graphs. Secondary data was obtained from journals. Data collected was analyzed using SPSS (Statistical Package for Social Sciences). Descriptive statistics that included frequency tables and thematic analysis were used. The findings showed that graduate BOM members were more effective in financial management than non-graduate board members. The BoM members' with a higher administrative experience handled their duties in financial management effective than those with less administrative experience. BoM members' with a better quality of training in seminars were more effective in financial management than the ones who attended poor quality of training in seminars. The findings indicated that the male board members were more effective in financial management than the female. The male were effective in accountability and offering proper leadership in terms of financial management. The BoM members should therefore be given enough relevant experience to better their managerial skills in financial management. The courses offered in the seminars leads to BoM members acquiring financial management skills. The BoM members' should be sensitized on the importance of higher level of education on financial management. Every school should be mandated to have BoM members appointed after gaining the required professional qualification in financial management in secondary schools. The BoM members' should be motivated to attend of seminars/workshops. There should be further research on the effect of financial management on academic performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The Board of Management (BOM) should allocate the school's resources most effectively and efficiently to satisfy all the stakeholders. The resources of the school are people, knowledge and power, space and buildings, materials and money which may be scarce but must be allocated most effectively and efficiently to satisfy all the stakeholders (Bear, Caldwell & Millikan, 2001).

Management is an important component of running a successful organization. It is made up of the right knowledge, skills and the quality of the management (Maitland, 2009). The Boards of Management chairmen and school managers appointed by the government in United States and United Kingdom are highly regarded individuals in the society. According to Van (2001) Boards of Management are tasked with policy formulation and implementation in schools and members must be highly qualified and experienced to serve in such roles. If a school is not performing as it should be, parents have a leeway to petition for dissolution of the committee so that it can pave way for a new board (Robbins & Coulter 2007).

Smoley (1999) argues that Boards of Management in China are accountable for the performance of schools under which they have been appointed. In Japan, the school boards are expected to meet the Ministry of Education once every year to

report on the challenges and successes they have endured in line with improving holistic performance in their schools. Adesina (2011) argues that the role of Boards of Management in sub Saharan Africa has largely been ignored and that the board members are not comprehensively involved in the day to day running of the institutions under which they operate. Accountability as regards academic performance is left to the head of the school (Maitland, 2009).

The Board of Management is the central policy-making organ of all education institutions in the United States. In Britain, however, the Board of Management is found from the 8th grade up to the 12th grade whose sole task is to effectively assist the principal in managing the institution ((Maitland, 2009). The Board of Management selection in Germany undergoes a certain criteria that include at least a college degree for one to be eligible to be elected as a member (Robbins, & Coulter 2007). They suggested that having a gender mix on the board of directors is invariably better than a single gender board as it encourages people to air different opinions from their gender perspectives.

According to Griffin (1994), management is a process of planning, leading and controlling an organization's human, financial, physical and information resources to achieve the organizational goals in an efficient and effective manner. Emanuel (2009) notes that management in relation to educational setting is a field of study that is concerned with the operations of educational organizations for the purpose of achieving the expected goals of education. The education managers'

main task is to set educational objectives, formulate plans, set financial revenues, identify tasks and evaluate the working personnel (Emanuel, 2009).

Van (2001) carried out research to investigate the factors influencing the implementation of governing bodies in Post – Apartheid South Africa. The study revealed that BOM need managerial experience in financial management to govern schools well. Moreover, the study found that 37 percent of parents, BOM members were inexperienced in financial management. This impacted negatively on the ability of the BOM to actively participate in decision-making process within the school financial management. The governing bodies' performance was greatly undermined by inadequate training of board members. Consequently, the study reported that skills in general management and making informed judgments was wanting.

The Board of Management member is in a unique position as the manager or administrator who controls school's resources for the purpose of attaining his schools' goals (Okumbe, 2001). Sadly, this unique position is threatened by a severe lack of qualified and dedicated teachers, cooperative community and a general lack of school resources. According to Odhiambo (2001) in pursuit of quality teaching and learning, schools must see themselves as open systems deriving their energies from a network of relationships including those of host communities. Communities can be a school's greatest friend and friendly critic or its greatest adversary.

In Malawi and South Africa, the Boards of Management is selected from prominent members of the society who have excelled in their areas and are considered as role models in their line of specialization (Okumbe, 2001). In Zimbabwe, the government has laid down rules and regulations regarding recruitment and duties of Boards of Management in secondary schools. One of the rules is that one has to have a minimum of a secondary school certificate.

The Board of Management in Kenya secondary schools is composed of representatives from different interest groups or stakeholders. This includes a chairman appointed by the Minister for Education, three persons representing the community served by the school; four persons, appointed by the Minister representing bodies or organizations that in the opinion of the Minister should be represented on the board not more than three other persons appointed by the Minister such as the Minister may consider necessary after consultation with the board having regard to any special circumstances applicable to the school and not more than three persons (PTA members) co-opted by the board. The County Education Director and the Sub-County Education Officer are ex-officio and attend the meetings but with no voting power. The head-teacher is the secretary and is responsible for day to day running of the school but gets guidance and approval from the board (Republic of Kenya, 2013).

A study by Osure (2006) to determine head teachers' attitude towards the roles of Parents Teachers Association and Board of Management in school management

found that parents and Boards of Managements did not participate adequately in school decision-making. The study recommended that research be undertaken to establish the extent of involvement of both Parents Teachers Association and Board of Management in school management.

Odhiambo (2001) found that educational attainment of BOM members determines the extent to which they are effective in their roles. The study recommended that individuals to be appointed as Board of Management members not only should have high educational attainment but also be trained in educational management. As such, this study investigated the factors influencing Board of Management members' effectiveness in financial management in public secondary schools in Koibatek District Kenya.

1.2 Statement of the problem

Management skills among other tasks by the BOM can lead to high performance in financial management. According to City Education (2009) workshops, seminars, in-service courses meant to improve management in our schools have been used nationally. This has been done with an aim of improving the academic performance. Despite the government's effort to support education in public secondary schools in Koibatek District through the posting of teachers and improving the infrastructure, the performance has remained dismal. The failure might be attributed to recruitment and selection process of BOM members and training of the BOM members in carrying out their duties.

Koibatek is facing a shortage of teachers as indicated by data from the DEO office 2014. The data shows that Mogotio has a shortage of 15 teachers while Koibatek has a shortage of 27 teachers. In total the district has a shortage of 42 teachers. Furthermore, academic performance in secondary schools in Koibatek District has always been below average. Information provided by the Sub-County Education Officers (SCEOs) indicates that Koibatek District has hardly attained a mean score of 6.0 for the four years. Koibatek District performance has oscillated between mean of 5.180 and 5.375 over the same period. Table 1.1 below shows comparison of academic performance for the districts from 2011 – 2013.

Table 1.1 Performance in KCSE among districts from 2011 – 2013 in Baringo County

Districts	Mean score 2011	Mean score 2012	Mean score 2013
Koibatek	5.289	5.180	5.375
Mogotio	5.875	5.012	5.391
Keiyo	5.912	5.982	5.412

Source: Sub County Education Office – Koibatek, Mogotio and Keiyo Districts (2014)

Academic performance is obviously as a result of a number of factors (Osure, 2006). Board of Management play a key role on contribution towards school management. According to Nzuvu (2004), BOMs’ level of education, administrative experience, quality of training in seminars and gender influences

financial management in secondary school. Although there is a study done in Kasarani District, it did not cover the influence of BOM's level of education, administrative experience, quality of training in seminars and gender on BOMs financial management in Koibatek District. The study therefore sought to investigate the factors influencing Board of Management members' effectiveness in financial management in public secondary schools in Koibatek District.

1.3 Purpose of the study

The purpose of this study was to investigate the factors influencing Board of Management members' effectiveness in financial management in public secondary schools in Koibatek District Kenya.

1.4 Research objectives

The objectives of the study were:

- i. To establish the influence of Board of Management members' level of education on the effectiveness in financial management in public secondary schools in Koibatek District.
- ii. To establish the influence of Board of Management members administrative experience on the effectiveness in financial management in public secondary schools in Koibatek District.
- iii. To examine the influence of Board of Management members' quality of training in seminars on the effectiveness in financial management in public secondary schools in Koibatek District.

- iv. To establish the influence of Board of Management members' gender on the effectiveness in financial management in public secondary schools in Koibatek District.

1.5 Research questions

The research questions of the study were:

- i. How does level of education of Board of Management members influence the effectiveness in financial management in public secondary schools in Koibatek District?
- ii. To what extent does Board of Management members' administrative experience influence effectiveness in school management in public secondary schools in Koibatek District?
- iii. How does Board of Management members' quality of training in seminars influence effectiveness in financial management in public secondary schools in Koibatek District?
- iv. What is the influence of Board of Management members' gender on effectiveness in financial management in public secondary schools in Koibatek District?

1.6 Significance of the study

The study may give an insight to the BOM on their roles to ensure effectiveness of financial management. The study will recommend the right training needed for the BOMs and the criteria used in their selection. The study may be useful to

KEMI, BOM, Education officers and principals. The knowledge gained would enable them to be effective in financial management of schools for better academic performance. The researcher hopes that the findings of this study may prove useful to the Ministry of Education in establishing training needs for the BOM and also set up minimum academic, management experience and professional qualifications for one to be appointed as a BOM.

1.7 Limitations of the study

A questionnaire was used to collect data; it relied heavily on the honesty of the respondents. The researcher guided them in interpreting the questions. Some gave answers that sound most acceptable hence affected reliability of the data. The researcher assured the respondents that the data was used for academic purposes only. This ensured they answer the questions without fear.

1.8 Delimitation of the study

The study was confined to public secondary schools in Koibatek District and mainly schools that had been established more than four years and have offered candidates for Kenya Certificate of Secondary Education not the newly established. The respondents were the BOM members, DEO and teachers from the secondary schools in Koibatek district and not the students and workers.

1.9 Assumptions of the study

The following were the assumptions of the study:

- i). The respondents were willing to co-operate and comment honestly and truthfully on the extent to which they are involved in financial management of public secondary schools.
- ii). All public secondary schools had BOMs and all members knew the role of BOM in financial management.

1.10 Definitions of significant terms

The following are the significant terms that were used in this study;

Administrative experience refers to the total number of years the BOM's previous handled finance management duties in a secondary school.

Board of Management refers to a body consisting of persons appointed by the cabinet secretary of education to manage the affairs of a secondary school on behalf of the Minister as described in the Basic Education Act of 2013.

Financial management refers to planning, organizing, directing and controlling the financial activities such as procurement and utilization of funds by BOMs in secondary schools.

Gender refers to fairness of treatment on the basis of sex, either equal treatment equivalent in terms of rights, benefits, obligations and opportunities.

Level of education refers to BOM education levels range from K.C.S.E certificate holders and below to degree holders.

Quality of training in seminars refers to BOM training on financial management practices through attendance of seminars and workshops. This was done by checking the content in seminars and attendance of seminars by BOMs.

School management refers to part of the management process that specializes in the management of teachers and subordinate staff in school.

1.11 Organization of the study

The study is organized in five chapters. Chapter one consists of background to the study, statement of problem, purpose of study, objectives, research questions, significance of the study, limitations, delimitations, basic assumptions, definitions of significant terms and organization of the study. Chapter two consists of literature review related to the study; review of research carried out on the influence of BOM level of education, administrative experience, quality of training in seminars, and gender on effectiveness of financial management, summary of literature review, theoretical framework and conceptual framework.

Chapter three includes research methodology that was employed in carrying out the study. This includes research design, target population, sample size and sampling procedure, research instruments, instruments validity and reliability, data collection procedure and data analysis techniques. Chapter four presents data analysis, interpretations and discussion of data obtained from the respondents. Chapter five consists of the summary, conclusions and suggestion for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with the review of research carried out on the influence of Board of Management level of education, administrative experience, attendance of seminars/workshops and gender of Board of Management on financial management in secondary schools in other parts of the world and finally in Kenya, summary of literature review, theoretical framework and conceptual framework. The literature review help to study past studies done in the areas related to factors influencing effectiveness of financial management by BOM members in secondary schools.

2.2 Financial management in schools

The problems of primary school administration were there even during the colonial era, but with just only a few schools it was relatively easier to coordinate the schools. Management of Education was left entirely in the hands of missionaries who provided schools with teachers, finance, curriculum, facilitators, spiritual and moral guidance. The local community was involved in the provision of labour for building educational facilities (Olembo, Wanga & Karagu, 2002).

According to Education Act specific roles of the School boards include planning and development of physical facilities for the purpose of learning and teaching in school. Another role includes sourcing and management of school finances, which

includes receiving all fees, grants donations and any other income to the schools. School boards are also required to organize, directly monitor and supervise approval of projects and programmes of the school. It's also the responsibility of the committee to recruit, appoint and discipline non-teaching staff. The committee can also discipline teachers and students under the guidance of the Teachers Service Commission (TSC) and the Director of Education respectively. (Operational manual for teachers' management, 2002).

Section II of the education Act Cap 211 (1968) stipulates that the School Management Committees shall consist of the following members: A Chairman appointed by the Minister in consultation with the voluntary body. Three persons representing the community served by the school appointed by the Minister (Operational manual for teachers' management, 2002). Four persons appointed by the voluntary bodies or organizations that in the opinion of the voluntary body in agreement with the Minister should be represented on the board. Not more than three persons appointed by the Minister after consultation with voluntary body having regard to any special circumstances.

The Minister usually endorses names of members who are proposed by a panel consisting of the head teacher, sponsor, representative of the provincial administration and the District Education Officer or his representative (Heads Manual, 1987). The education Act allows tenure of membership for a period of three years with limitless renewals. According to MPET (1998) primary school

management was still to be entrusted to the BOG whose secretary and Chief executive is the school head. It further advocates for reorganization of the School boards to include representatives of Parents Teacher Association members (PTA). The PTA provides funds for institutional development, facilities and equipment to improve the standard and quality of education in school (Republic of Kenya, 1988). The secondary school Board of governors' membership need to comprise: four Sponsors or representatives, three community representatives, three members of the special interests group and three co-opted members who are identified in a BOG meeting.

The chairperson is elected during the inauguration meeting after being proposed by the sponsor. The management of public primary schools in Kenya is vested in the School Management Committees appointed by the minister for education in accordance with section 10 of the education act cap 211(1980). District Education Boards (DEB) also has authority to manage schools in their respective districts. The TSC code of regulations (1986) gives powers to County director, DEO and BOG to manage teachers as TSC agents (TSC code of regulations 1986:4-5). This delegation of managerial duties to County Director, DEO and BOG stemmed from the realization that the centralization of functions within the Ministry of Education was leading to inefficiency and unnecessary bureaucratic delays in the execution of duties by the field education officers. (Republic of Kenya, 1964, part1: 87; 1976: 146; 1988:109).

The Education Act Cap. 211 (1980), documents the establishment of school committees and boards of governors for all maintained, assisted and unaided primary and secondary schools, all colleges, institutes of technology, polytechnics and other educational institutions in the country. Responsibilities of School Management Committee as per the Education Act, Cap. 211 (1980: 31-32) include; Management of schools in accordance with the Education Act and the Teachers Service Commission Act. Maintenance of a high moral tone in the school. Maintenance of the religious traditions of the school.

The National Committee on Educational Objectives and Policies otherwise known as Gachathi Report (1976) on the other hand, while addressing the subject of “management of education and training” endorsed that primary schools be run by School Management Committees, and recommended a higher degree of delegation in order to enhance effective management of schools. The Presidential Working Party on Education and Manpower Training for the next Decade and Beyond (Kamunge report) viewed the establishment of the board of governors by the government as a noble intention to decentralize the day to day management of educational institutions to the boards and the heads (Republic of Kenya, 1988). The report further acknowledged that the role played by the School boards in the management of educational institutions was crucial and therefore, these boards should be appointed on time and members carefully selected to ensure the boards have committed members with complementary talents to enhance management and maintenance of high standards of education.

Coming out clearly from these educational commission reports was the fact that the management of secondary schools had been vested on the School Management Committees and all aspects of school administration are under boards of governors cloak (Mbiti, 1988). In 1996 former Teachers Service Commission (TSC) Secretary, Jackson Kangali, announced a plan to give powers to school boards to employ teachers. Besides improving efficiency, delegation empowers parents and communities in that they participate in the recruitment and supervision of teachers' (Aduda, 2001).

Addressing primary school head teachers in Nakuru town during their annual conference, Mr. Kangali took the opportunity to explain the merits and demerits of the move that was largely intended to decentralize teacher management and service delivery. Thus, the government launched the process of a school and district based teacher recruitment process where communities were expected to recruit personnel to serve their institutions. Under this arrangement, the TSC was to identify the available vacancies and advertise for applications, indicating where they were tenable. In turn the School Management Committees were to conduct interviews based on guidelines provided by the TSC. They were expected to pick the best three candidates from the interview and make their recommendations to the employer, (TSC manual, 2002).

In America, the system of management is called Local Management of Schools, Self Managing Schools, Self-determining schools, locally autonomous schools,

devolution, decentralization and restructured schools (Maitland, 2009). There are four models of school based management (Crow & Parshiadis, 2008). These are Collegial, participatory, democratic management which involve all the staff of the school in making decisions, whether through committee's or full staff process, principals directed site based management, which involves some consultations with staff and parents but is ultimately controlled and directed by the principal and other administrators and a parent committee operating as a board of management (Crow & Parshiadis, 2008).

The research done by the New Zealand council for education in 1994 showed that encouraging accountability, administration and building maintenance take priority over curriculum, parental voice at school level does not necessary lead to more parental choice and that the resource gap between schools serving low and high income students had increased. This has helped improve efficiency in financial management of American schools (Mahoney, 1988).

Competence in financial management will enable the school management supervise the preparation of books of accounts, trial balances, and competently deliberate on audited reports. This consequently leads to improved performance. Poor financial management leads financial to embezzlement, fraud, poor learner's welfare, poor school performance and under enrolment unrests and stagnated growth and high levels of indiscipline (Kimando, 2011).

2.3 Level of education of BOM and financial management

Van (2001) did a study in South Africa to investigate on why effectiveness of boards differed from school to school, and district to district. The study revealed that 37 percent of the parents in School Governing Boards (SGB) were illiterate, which hampered their active participation in decision making in the boards. Some of the weaknesses identified in this research are that the researcher did not justify why he used purposive sampling. This study will therefore fill the research gap left by the study by investigating the influence of BOM level of education on financial management.

According to Clarke (2008) the governing body of every public school must ensure that there are proper policies and procedures in place for the effective, efficient and economic management of the schools finances and the school governing body must also have systems in place to monitor and evaluate the correct implementation of the policies and procedures and to report thereon. The finance policy is arguably one of the most important policies that a school governing body has to put in place. Robbins (2007) states that one of the main purposes of the schools financial policy is to put in place a system of controls (checks and balances) to ensure that the schools finances are safeguarded and correctly managed.

In an education organization, its financial administration activity means bringing all possible input from staff, parents, students and the community together to

render the service of quality education (Bisschoff, 1997). In this respect, organizing of school finances should include aspects such as drawing up a school financial policy; setting up a structure within the school to handle administrative and financial matters; delegating certain functions to clerks, class teachers and the treasurer; and coordinating activities (Kruger 2005; Ntseto 2009).

Mwiria (Daily Nation July 28th 2004) attributed poor management of school resources to level of education of the BoMs where majority were illiterate and lacked capacity to plan and implement school policies. Planning is a vital component of effective school financial administration (Du Preez, Grobler, Looek, & Shaba, 2003). Kimando (2011) found out that the headteachers rated the BOMs' level of education highly in regard to their effectiveness in budgeting and monitoring of school expenditure in secondary schools.

Ngugi (2004) analyzed the effectiveness of BOMs in Kajiado District and noted political interferences, illiteracy and the manipulation of the BOMs by the principals as being rampant. In a policy statement on BOMs for secondary schools dated 16/6/2004, the Ministry of Education (MoE) observed that in the past some schools had nominated illiterate persons and had them appointed to the BOM. Such members had failed to advise and guide the schools, particularly on issues of quality education and proper financial resource management. Ikiugu (2006) carried out a study in Meru Central District on BOM competence in financial management. The study found out that 43.3 percent of the BOM

members reported that they were adequately prepared to handle financial management, while majority 56.7% indicated that they were incapable, mainly because they were not trained in financial management and low levels of education. This study will investigate the influence of level of education of BOM on financial management in secondary schools.

According to Clarke (2008), Mestry (2006) and Bisscho and Mestry in Mestry (2004) the schools finance policy should, as a minimum requirement, comprise of the following: Cash Management - which includes but is not limited to: safe storage of cash; daily banking of monies received; proper accounting records; financial transactions supported by source documents and monthly reconciliation of the cash book with the bank statement Internal Controls - which includes: internal checks (checking of one person's work by another); segregation of duties; internal audits; functioning Finance Committees (FINCOM); establishment of audit committees. Audit trails - that is the ability to check every stage of any transaction. This study investigated the influence of level of education of BOM on financial management in secondary schools.

2.4 Board of Management administrative experience and financial management

Glassman and Sullivan (2008) point out that Board of Management members do not always poses the required management experience. Robbins (2007) pointed out that lack of financial management administrative experience has been

responsible for a great deal of inefficiency and ineffectiveness commonly observed in the performance of many educational systems in Africa. The researcher recommended that the best way of improving Board of Management members in their financial management role is to strictly consider their administrative experience and education levels during selection and also provide regular workshops and seminars to sensitize them on education policies and equip them with financial management skills.

Training of Board of Management whether in government, business or education, equips them with relevant administrative experience necessary for financial management (Iravo, 2002). Normally people are promoted to positions of financial management and as such this poses new challenges that one was not accustomed to at the lower level. Again even at the financial management levels, managers need training and retraining due to organizational transformation, growth, technological advancement, task complexity and dynamism of human relations (Okumbe, 2001).

Republic of Kenya, Koech report of 1999 attributes weak performance by Board of Management to lack of administrative experience. The Ministry of Education (2003) agrees with the argument that Board of Management members are weak and can hardly manage their mandates. In a sector review report, the Ministry said, the School Management Committee which includes Board of Management has inadequate managerial skills leading to poor implementation of decisions. It

continues that the situation is further exacerbated by insufficient legal authority to enable them carry their mandate effectively. These studies have shown that the Board of Management administrative experience influences financial management in secondary school. This study will therefore seek to investigate the factors influencing Board of Management competence in financial management.

2.5 Board of managements' quality of training in seminars and financial management

Barnett (2000) agrees that for Board of Management members to be competent in the financial management, they need constant exposure to training, seminars and workshops in order to improve their competence behaviour rather than depending on experience alone.

Financial Management skills among other tasks by the Board of Management can lead to high performance. Workshops, seminars, in-service courses meant to improve management in schools have been used nationally. This has been done with an aim of improving the academic performance (Okafor, 2006).

Kapkiyai (2007) indicated that the Board of Management can facilitate financial management by; arranging joint meetings between members of staff from his school and other schools so that they can discuss innovations and how they have tried to implement it: organizing in-service courses, workshops, and seminars for Board of Management, providing incentives to teachers to raise their morale and encouraging them to implement the curriculum and encouraging teamwork among

the teachers so that they can discuss their teaching techniques and methods of evaluation.

There is a need for systematic short in-service courses which should be conducted on a continuous basis, more so in the wake of any revision of national development objective and priorities in financial management in secondary schools (Iravo, 2002). Like in-service programme, workshops and seminars help to prepare all those involved in the implementation process by equipping them with the financial management and familiarizing on how management has been initiated and how it can be implemented.

To meet the demands of work activities, people need certain skills. For Board of Management, skills are critical because the success of organizations depend on the quality of its leadership. Unskilled leaders are unlikely to provide efficient and effective leadership. Research by Katz and Kahn (1978) concluded that managers need three essential skills to do their activities. According to him board members need conceptual skills, middle managers need human skills and lower level managers need technical skills. The managers need to possess technical, human and conceptual skills if they have to carry out their duties effectively.

2.6 Managers' classification by gender and financial management

More gender diverse boards can contribute to better corporate governance for a multitude of reasons. A heterogeneous board can be a stronger monitor of executive behaviour (Adams & Funk, 2010; and, Nielsen & Huse, 2010). Since

women are generally under-represented in ‘old boys’ networks’, a greater number of women directors might bring more independent views into the boardroom and hence strengthen its monitoring function (Rhode & Packel, 2010).

Gender diverse boards tend to have a wider range of backgrounds, experiences, perspectives and problem-solving skills. This rich set of experiences and knowledge can be passed on to top managers and potentially improve the governance of the firm (Terjesen, Sealy, & Singh. 2009). Carter et al., (2003) and Adams and Ferreira (2009) suggest that more diverse boards are more likely to hold CEOs accountable for poor stock price and encourage better attendance of board meetings, while McKinsey & Co (2010) found that women are more likely to use leadership skills, such as people development, rewards, role models, inspiration and participative decision making than men. (Brown and Caylor 2002) suggest that having more women on boards is associated with stronger attention to the handling of conflicts of interest.

The effects of gender diversity on the functioning of boards can be considered in terms of their effect on companies’ governance and performance. According to the OECD Principles of Corporate Governance – corporate governance is defined as a set of relationships between a company’s management, its board, its shareholders and other stakeholders (Nyongesa, 2007). The board of a company is entrusted by shareholders to decide on key issues such as guiding corporate strategy, monitoring management performance and achieving an adequate return

for shareholders, while preventing conflicts of interest and balancing competing demands on the corporation.

The Basic Education Act 2012 indicates under the Appointment and term of Chairperson and members The Selection Panel convened under subsection (1) that Cabinet Secretary shall observe the principle of gender equity, regional and ethnic balance, transparency, openness and competitiveness and shall have due regard to the principle of equal opportunities for persons with disabilities.

2.7 Summary of literature review

Research by Mutai (2003) concluded that managers need three essential skills to do their activities. According to him board members need conceptual skills, middle managers need human skills and lower level managers need technical skills. The managers need to possess technical, human and conceptual skills if they have to carry out their duties effectively. This study does not examine the influence of gender and training in seminars on financial management. This study therefore concentrated on the gap left by the study,

Kapkiyai (2007) indicated that the Board of Management can facilitate financial management by; arranging joint meetings between members of staff from his school and other schools so that they can discuss innovations and how they have tried to implement it: organizing in-service courses, workshops, and seminars for Board of Management, providing incentives to teachers to raise their morale and encouraging them to implement the curriculum and encouraging teamwork among

the teachers so that they can discuss their teaching techniques and methods of evaluation. This study does not investigate other factors like BOMs education level and administrative experience that influences their performance in financial management.

From the foregoing, it was evident that competency in financial management is critical for any school to improve its services delivery. BOM members should be competent and have the skills and abilities to manage the school funds. They should be capable of budgeting, accounting and carrying out basic internal audit of the school funds. Their capacity to do so is affected by such factors as level of education, professional background and in-service training in financial management and experience as BoM members. There have been several studies done on BOMs management of public secondary schools in the country. However, in Koibatek District no recent study has focused on the factors influencing BoMs in financial management. Thus, the need to undertake this study to find out the situation in the District.

2.8 Theoretical framework of the study

The study was guided by the Contingency theory, which proposes that investing in human capital through training increases productivity. Contingency theory was developed by Fielder (1967) in Okumbe (1998), which described recommendations that appeared effective under any circumstances. Contingency theory supposes that under different circumstances different solutions may prove

effective (Dobak–Antal, 2010). This can be considered one of the primary insights of the theory, because instead of propagating universally applicable organisation-management principles, the theory tries to demonstrate that different circumstances require different organisational structures (Baranyi, 2001). This can be related to interrelationship between level of education, administrative experience, attendance of seminars/workshops and gender of BOM members and effectiveness in financial management.

The fact that Dobak–Antal (2010) use the contingency approach with the opportunity for strategic choice also highlights the theory's relevance. Contingency theory played a leading role in the organisational practice of the 1970s. It typically examined the relationship between organisational structure and the operating conditions; the contextual totality of contingency factors, using the method of empirical comparative analysis.

Contingency theories dealing with organisational structure so-called 'structural contingency theories' consider the environment, the organisational size and the strategy of the organisation as contingency factors. Beyond structural contingency theories, there are additional theories that focus on organizational characteristics such as management, human resources and strategic decision making (Donaldson, 2001). This theory has been criticized because it does not tell us specifically in behavioral terms what the leader needs to do to become more effective. It is

therefore not helpful in terms of providing recommendations and training on how to become a more effective leader.

In conclusion, there is a connection between Contingency Theory which emphasizes the competence, knowledge and personality attributes gained through education and experience with professional development programmes. BOM members are primary consumers of these programmes, therefore it's important to assess their perception to establish whether they meet the best practice criteria.

The following section presents the conceptual framework of the study.

2.9 Conceptual framework of the study

Figure 2.1 represents a conceptual framework on the factors affecting Board of Management members in financial management. It shows the variables which effectively contribute to the success of a school by prudent financial management.

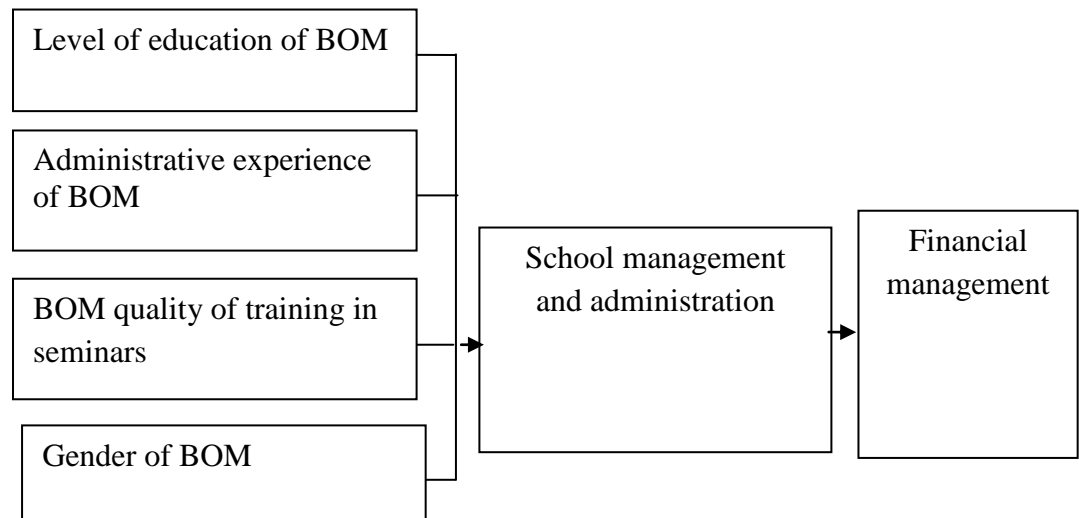


Figure 2.1 Conceptual framework on effectiveness of BOM members in financial management

The above framework shows the factors that may determine the competency of BOMs in financial management. The level of education, administrative experience, quality of training in seminars and gender of BOMs in financial management for instance budgeting, accounting and auditing influences BOMs financial management in secondary schools. The dependent variable is financial management while the independent variables are the factors influencing BoM financial management. It is expected that where the administrative experience and level of education are high, there will be effective and efficient financial management leading to outstanding school performance. Where the reverse is true, the results would be a dysfunctional leading to financial mismanagement.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes research design, target population, sampling techniques and sample size, research instruments, instrument validity and instrument reliability, data collection procedures and data analysis techniques.

3.2 Research design

According to Kothari (2004) research design is defined as a framework that shows how problems under investigation were solved. The study adopted a descriptive survey design. This design is used to determine reasons or causes for the current status of the phenomenon under study. According to Patton (2002) this research design does not allow manipulation of the variables. This design was used since it helps to obtain information concerning the current phenomenon and wherever possible to draw valid general conclusions from facts discussed.

3.3 Target population

The target population of this study comprised 30 secondary schools, 450 BOM members, 151 male teachers, 116 female teachers and the DEO in Koibatek District, Kenya. The teachers and BOM members and DEO were involved because the teachers and the BOM members understand the factors that influence financial performance in public secondary schools.

3.4 Sample size and sampling procedure

Sampling procedure means selecting a given number of respondents from a representative of a defined population (Orodho, 2009). The main function of sampling is to allow the researcher to conduct the study on individuals from the population so that the result of the study conclusion was applied to the entire population. The study sampled the 30 secondary schools.

Mugenda and Mugenda (2003) suggest that for descriptive studies, it is adequate to consider 30 percent of the target population. It is on the basis of the above discussion that the researcher selected 30 percent of the 267 teachers from the 30 secondary schools to involve 80 teachers; 40 male and 40 female, and 10 percent of the 450 BOM members to involve 45 BOM members and the one DEO.

The BOM members were stratified in to two to involve eight male and seven female members from each school. Purposeful sampling was used to select different BOM members; chairman, secretary, treasurer and BOM members in the sampled school to participate in the interview. The sample size was 125 respondents.

Table 3.1: Sample size

Respondents	Target	Sample size	%
BOM members	450	45	10
Teachers	267	80	30
Total	717	125	17

3.5 Research instruments

The instruments of the study included questionnaire, interview schedule and document analysis. The questionnaire is a convenient tool especially where there are large numbers of subjects to be handled. It facilitates easy and quick derivation of information within a short time (Patton, 2002).

A questionnaire was used to collect data from the teachers (Appendix II). The semi-structured questions were asked together with some open ended questions. It was necessary to combine the closed and a few open-ended response items. Most of the items adopted a Likert scale (1-Strongly disagree, 2-disagree, 3-undecided, 4-Agree, 5-strongly agree). The open-ended format allowed more spontaneity of response and provides opportunities for self-expression (Jwan, 2010). This tool was economically convenient in terms of time. Section A dealt with a general overview of the respondents. Section B dealt with the objectives of the study; level of education, administrative experience, attendance of seminars and gender of BOMs influence on financial performance.

Data from the BOM members and DEO were collected through administering a questionnaire. Document analysis was used to capture the relevant information that included data on financial performance of different secondary schools. This instrument was important given its factual nature that it gives without favour or alteration and saves time since the intended information is directly picked from the document.

3.6 Instrument validity

According to Fraenkel and Wallen (2000) validity is quality attributed to proposition or measures to the degree to which they conform to establish knowledge or truth. Validity therefore refers to the extent to which an instrument can measure what it ought to measure. Piloting was done on respondents that were not involved in the actual study. The content validity of the instrument was determined in two ways. First the researcher discussed the items in the instrument with the supervisor, lecturers from the department and colleagues. Advice given by these people helped the researcher determine the validity of the research instruments. The advice included suggestions, clarifications and other inputs in order to make necessary changes.

3.7 Instrument reliability

Patton (2002) states that the reliability of a test refers to the ability of that test to consistently yield the same results when repeated measurements are taken of the same individual under the same conditions. To establish the reliability of the questionnaire, test- retest through piloting was done in Mogotio District since it has public secondary schools that have BOM members whose role is financial management and the conditions are homogeneous. The instruments were administered to 15 board members and 20 teachers twice after a period of two weeks.

To determine the coefficient of reliability, Pearson moment's correlation formula was used. This established the extent to which the questionnaire elicits the same responses every time it is administered. Pearson's product moment's correlation (r) was used to determine the coefficient stability of the data collection instrument. Borg and Gall (1996) say that Pearson's Product moment coefficient of correlation is one of the best-known measures of association.

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

Where r = Pearson r

Σx = The sum of raw X scores

Σy = The sum of raw Y scores

Σxy = The sum of the product of each X times each Y

ΣX^2 = The sum of the square of each X- score

ΣY^2 = The sum of the squares of each Y – score.

N = The number of paired x & y scores

A reliability coefficient of 0.6 was considered high enough for the instrument to be used for the study, Jwan (2010). The highlighted areas that included wrongly constructed questions obtained from the pilot study assisted the researcher in revising the questionnaire by consulting experts for judgment to make sure that it covered the objectives of the study.

3.8 Data collection procedures

The researcher got an introduction letter from the University and the National Commission of Science, Technology and Innovation (NACOSTI). Research clearance was obtained from Koibatek District Education Office (Appendix V). Appointment with the head teachers of the schools was sought in order to visit and develop rapport with the respondents. The questionnaire was administered to the BOM members of the sampled schools. The researcher personally visited the selected schools of study and administered the questionnaires. Various documents including financial performance records in schools were scrutinized to obtain data on how BOMs manage finances in the schools.

3.9 Data analysis techniques

Data was processed (edited, classified and coded) and analyzed using descriptive statistics through the facilitation of (Statistical Package for Social Sciences) SPSS Version 22. Descriptive statistics was employed in analyzing qualitative data where frequencies and proportions were used in interpreting the respondent's perception of issues raised in the questionnaires so as to answer the research questions. Descriptive statistics such as frequency distribution and percentages were calculated and data presented in form of tables and graphs. Data from interview schedule was analyzed thematically by analyzing each objective in themes.

CHAPTER FOUR

DATA ANALYSIS, DISCUSSION AND INTERPRETATION

4.1 Introduction

This chapter deals with data analysis, presentation and the interpretation of findings. The data presented analyzes the factors influencing Board of Management members' effectiveness in financial management in public secondary schools in Koibatek District Kenya. The study was guided by the following specific objectives:

- i. To establish the influence of Board of Management members' level of education on the effectiveness in financial management in public secondary schools in Koibatek District.
- ii. To establish the influence of Board of Management members' administrative experience on the effectiveness in financial management in public secondary schools in Koibatek District.
- iii. To examine the influence of Board of Management members' quality of training in seminars on the effectiveness in financial management in public secondary schools in Koibatek District.
- iv. To establish the influence of Board of Management members' gender on the effectiveness in financial management in public secondary schools in Koibatek District.

The next sub section presents the study respondents response rate.

4.2 Response rate

The study sample size consisted of 126 respondents that included 45 BOM members, 80 teachers and the District Education Officer Koibatek, 111 responded, of which 35 were BOM members, 75 teachers and one District Education officer.

Table 4.1 Response rate

Respondents	Sample size	Responded	%
BOM members	45	35	78
Teachers	80	75	94
District Education Officer	1	1	100
Total	126	111	88

This represented an 88% response rate, which is considered satisfactory to make conclusions for the study. This can be related to Mugenda & Mugenda (1999) who said a 50% response rate is adequate, 60% good and above 70% rated very good. This implies that basing on this assertion; the response rate in this case of 88% is very good.

4.3 Background information

The researcher started by analyzing the demographic information of the respondents. The study involved the gender of respondent, highest level of education and duration of time worked.

The study found it important to investigate the gender of the respondents in order to know how the distribution by gender in the BOM is and ensure the response includes both gender. The finding of the gender of respondents is presented in Table 4.2.

Table 4.2 Distribution of respondents by gender

Gender	BOM members		Teachers	
	Frequency	Percentage	Frequency	Percentage
Male	19	54	40	53
Female	16	46	35	47
Total	35	100	75	100

Table 4.2 indicates the gender of the respondents. Majority 19 (54%) of the BOM members were male. The majority of teachers 40 (53%) were male. This implies that the study sample both gender and so the results is a view of both sexes. It also might indicate that TSC has not observed gender balance in the employing of teachers or the management does not observe gender balance in appointing BOM members. Maitland (2009) suggested that having a gender mix on the board of directors is invariably better than a single gender board as it encourages people to air different opinions from their gender perspectives. If half the people the board is serving are women and no women are on the board to offer a view, that's a much distorted picture the company risks creating.

The researcher then investigated the working experience of the respondents, the results is presented in Table 4.3.

Table 4.3 Working experience of the respondents

Years	BOM member		Teachers	
	Frequency	Percentage	Frequency	Percentage
Below 5 years	7	20	14	18
5 – 7 years	13	37	36	48
8 – 10 years	10	28	8	12
10 – 13 years	4	11	10	13
Over 14 years	1	4	7	9
Total	35	100	75	100

Table 4.3 indicates the working experience of the respondents. Many 13 (37%) of the BOM members had worked for between 5 - 7 years. The study found that 36 (48%) of the teachers had worked for below 13 years. This implies that the study sample had enough experience to know the factors influencing BoMs' effectiveness in financial management in public secondary schools in Koibatek District. A study by Zollo and Winter (2002) indicated that organizations, teams, and individuals each develop routines for solving problems. Learning then consists of the process of exploring, selecting and replicating new routines for performance improvement. Thus, with increasing experience one may get better at executing existing routines and developing new ones.

The researcher then studied the influence of Board of Management members' level of education and financial management.

The researcher studied the level of education of the respondents. This was to establish if the BoM members' are qualified to handle their position as financial managers of the secondary schools. The results are presented in Table 4.4.

Table 4.4 Level of education of the respondents

Education level	BOM members		Teachers	
	Frequency	Percentage	Frequency	Percentage
Primary	4	12	0	0
Secondary	7	20	0	0
College	19	54	33	44
University	5	14	42	56
Total	35	100	75	100

Table 4.4 shows the level of education of the respondents. Majority of the BOM members 19 (54%) had college as their highest level of education. The majority of the teachers 42 (56%) had university as their highest level. This means that BOM members' level of education is a factor that might influence board of management members' effectiveness in financial management in public secondary schools in Koibatek District, Kenya. The difference in education level of board members is

as a result of lack of a clear requirement in terms of education level when appointing them.

The findings concurred with Brown and Duguid (2003) who found that highly skilled personnel enhance production of high quality outcomes and effective quality improvement in an enterprise. This then means that the BOM level of education influences their performance in financial management.

4.4 Board of Management members' level of education and financial management

The first objective investigated the influence of BOM members' level of education on the effectiveness in financial management in public secondary schools in Koibatek District. This was covered by studying the level of education of the respondents and financial management in schools.

The researcher studied the relationship between financial management practice and BoM level of education. This was to investigate if there was a relationship between BOM's level of education and performance of various financial management practices in the secondary schools. The results are shown in the Table 4.5.

Table 4.5: Formulation of policies by BOM members with primary level of education

Response	Frequency	Percentage
Very effective	9	12
Effective	6	8
Fairy effective	34	45
Ineffective	26	35
Total	75	100

Majority 60 (80%) of the teachers respondents indicated that BOM's with primary level of education were fairly effective in ensuring proper policies and procedures in financial management. Ngugi (2004) analyzed the effectiveness of BOMs in Kajiado District and noted political interferences, illiteracy and the manipulation of the BOMs by the principals as being rampant. In a policy statement on BOMs for secondary schools dated 16/6/2004, the MoE observed that in the past some schools had nominated illiterate persons and had them appointed to the BOM. Such members had failed to advise and guide the schools, particularly on issues of quality education and proper financial management.

Table 4.6: Efficient and economic management of finances by BOM level of education with secondary education

Response	Frequency	Percentage
Very effective	35	47
Effective	29	38
Fairy effective	5	6
Ineffective	6	9
Total	75	100

Majority 60 (79%) indicated that BOM with secondary education were ineffective in efficient and economic management of the schools finances. These findings are supported by Mestry (2004) a view supported by Clarke (2008) the governing body of every public school must ensure that there are proper policies and procedures in place for the effective, efficient and economic management of the schools finances and the school governing body must also have systems in place to monitor and evaluate the correct implementation of the policies and procedures and to report thereon. The finance policy is arguably one of the most important policies that a school governing body has to put in place. Clarke (2008) states that one of the main purposes of the schools financial policy is to put in place a system of controls (checks and balances) to ensure that the schools finances are safeguarded and correctly managed.

Table 4.7: Hold regular BOM meetings of BOM members with college level of education

Response	Frequency	Percentage
Very effective	40	53
Effective	24	32
Fairy effective	9	12
Ineffective	2	3
Total	75	100

Majority 64 (85%) indicated that BOM with college degree held regular BOM meetings. According to Clarke (2008), Mestry (2006) and Bisscho and Mestry in Mestry (2004) the schools finance policy should, as a minimum requirement, comprise of the following: Cash Management - which includes but is not limited to: safe storage of cash; daily banking of monies received; proper accounting records; financial transactions supported by source documents and monthly reconciliation of the cash book with the bank statement Internal Controls - which includes: internal checks (checking of one person's work by another); segregation of duties; internal audits; functioning Finance Committees (FINCOM); establishment of audit committees. Audit trails - that is the ability to check every stage of any transaction.

Table 4.8: Keeping proper accounting records by BOM members with university level of education

Response	Frequency	Percentage
Very effective	41	54
Effective	19	25
Fairy effective	10	13
Ineffective	5	8
Total	75	100

Majority 60 (79%) of the teachers respondents indicated that BOM’s university degree were effective in keeping proper accounting records. In an education organization its financial administration activity means bringing all possible input from staff, parents, students and the community together to render the service of quality education (Bisschoff 1997). In this respect, organizing of school finances should include aspects such as drawing up a school financial policy; setting up a structure within the school to handle administrative and financial matters; delegating certain functions to clerks, class teachers and the treasurer; and coordinating activities (Kruger 2005; Ntseto 2009).

4.5 Board of Management members’ administrative experience and financial management

The second objective examined the influence of BOM administrative experience on the effectiveness in financial management. The administration experience

means the total number of years the BOM's previous handled finance management duties in a secondary school. The researcher studied the cross tabulation of BOM administrative experience and financial management practices and BoM effectiveness in financial Management and administrative experience.

The researcher studied the relationship between financial management practice and BoM administrative experience. The results of cross tabulation are presented as shown in the Table 4.9.

Table 4.9: BOM experienced in administrative experience and financial management practices

Financial management practices	Effective	Ineffective
Ensure proper policies and procedures in financial management	58 (77%)	17 (23%)
Efficient and economic management of the schools finances	52 (69%)	23 (31%)
Hold regular BOM meetings	56 (75%)	19 (25%)
Proper accounting records	50 (66%)	25 (34%)
Staff compensation	51 (68%)	24 (32%)

The majority 58 (77%) of the teacher respondents indicated that BOMs who were experienced were more effective in ensuring proper policies and procedures in financial management. Majority 52 (69%) indicated that the experienced Board of Management members were effective in efficient and economic management of the schools finances. Majority 56 (75%) also indicated that the experienced were effective in holding regular BOM meetings. Majority 50 (66%) of the teachers indicated that the experienced BOM members were efficient in having proper accounting records while majority 51 (68%) of the teachers indicated that the experienced BOM members were efficient in staff compensation.

Table 4.10: BOM inexperienced in administrative experience and financial management practices

Financial management practices	Effective	Ineffective
Ensure proper policies and procedures in financial management	31 (41%)	44 (59%)
Efficient and economic management of the schools finances	28 (37%)	47 (63%)
Hold regular BOM meetings	24 (32%)	51 (68%)
Proper accounting records	27 (36%)	48 (64%)
Staff compensation	21 (28%)	54 (72%)

The majority 44 (59%) of the teacher respondents indicated that BOMs who were inexperienced were ineffective in ensuring proper policies and procedures in financial management. Majority 47 (63%) indicated that the inexperienced Board of Management members were ineffective in efficient and economic management of the schools finances. Majority 51 (68%) also indicated that the inexperienced were ineffective in holding regular BOM meetings. Majority 48 (64%) of the teachers indicated that the inexperienced BOM members were inefficient in having proper accounting records while majority 54 (72%) of the teachers indicated that the inexperienced BOM members were inefficient in staff compensation.

This therefore implies that experience helps the BoM in performing financial management practices in schools. According to Sifuna (2003) organizational and administrative skills are essential parts of financial management. Yet majority of BoM do not have prior experience in management.

The researcher studied the relationship between BoM effectiveness in financial Management and administrative experience. The results of cross tabulation are presented as shown in the Table 4.11.

Table 4.11: BoM effectiveness in financial Management and administrative experience

Experience	Financial Management practice	Very important	Moderately important	Important	Fairly important	Not important
0 – 5 years	Prepare and discuss the school budget that prioritize activities	54 (72%)	6 (8%)	11 (15%)	4 (5%)	0 (0%)
	6 – 10 years	Mobilize parents/stakeholders to source for funds	57 (76%)	4 (5%)	12 (16%)	2 (2%)
11–15 years	Monitor school expenditure	51 (68%)	15 (20%)	0 (0%)	9 (12%)	0 (0%)
16 – 20 years	Prepare and discuss the school budget that prioritize activities	52 (69%)	13 (18%)	4 (5%)	6 (8%)	0 (0%)
	21 – 25 years	Mobilize parents/stakeholders to source for funds	42 (57%)	5 (6%)	21 (28%)	5 (6%)
Above 25 years	Monitor school expenditure	41 (55%)	19 (25%)	8 (11%)	4 (5%)	3 (4%)

Majority 54 (75%) of the respondents indicated that BOM’s financial management practice found it very important to prepare and discuss the school budget that prioritize activities. Majority 57 (76%) indicated that it’s very important to mobilize parents/stakeholders to source for funds, 51 (68%)

indicated that it's important to monitor school expenditure while 52 (69%) indicated that they find that it's important to prepare and discuss the school budget that prioritize activities. This implies that BOM ability to handle financial management in schools might be influenced by their administrative experience in mobilization of funds, monitoring expenditure and prioritization of activities. The performance of BOM members who have administrative experience as compared to those who lack is phenomenon since administrative experience enhances performance in financial management. Organizational and administrative skills are essential parts of human resource management. Yet majority of Boards of Management do not have prior experience in management (Sifuna, 2003).

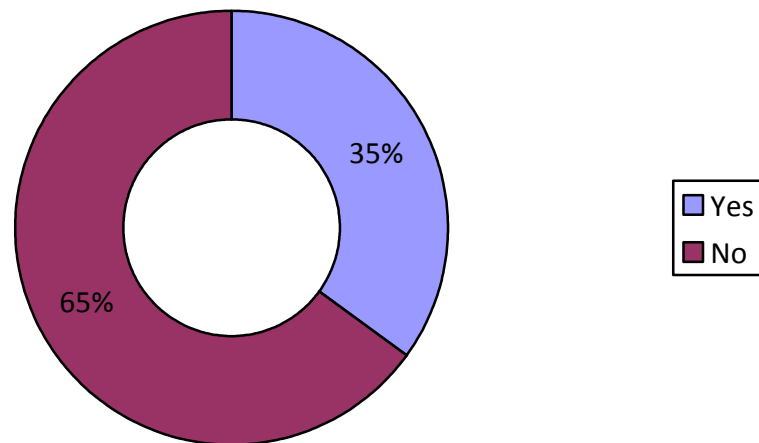
The researcher then studied the influence of Quality of training in seminars on Board of Management members financial management.

4.6 Quality of training in seminars and Board of Management financial management

The third objective sought to establish the influence of BOM members' quality of training in seminars on the effectiveness in financial management. The study investigated the various factors in BOM members' quality of training in seminars and their influence on financial management.

The researcher studied if the BOM members' had attendance seminars/workshops in Financial Management. The findings are shown in Figure 4.1.

Figure 4.1 Attendance of seminars/workshops in Financial Management by BOM members



From Figure 4.1, majority 23 (65%) of the respondents indicated that they had not attended seminars/workshops in Financial Management while a few 12 (35%) had attended. Financial Management skills among other tasks by the Board of Management can lead to high performance. Workshops, seminars, in-service courses meant to improve management in schools have been used nationally. This has been done with an aim of improving the academic performance (Okafor, 2006).

The researcher studied the relationship between BOM members' attendance of seminars/workshops and Financial Management. The findings are shown in Table 4.12.

Table 4.12 Trained BOM members and financial management practices

Financial management practices	Effective	Ineffective
Ensure proper policies and procedures in financial management	65 (87%)	10 (13%)
Efficient and economic management of the schools finances	62 (83%)	13 (17%)
Hold regular BOM meetings	66 (88%)	9 (12%)
Proper accounting records	60 (80%)	15 (20%)
Staff compensation	61 (81%)	14 (19%)

From Table 4.12, majority 65 (87%) of the respondents indicated that BOM members who were trained were effective in ensuring proper policies and procedures in financial management. Majority 62 (83%) of the teacher respondents indicated that the trained BOMs were effective in efficient and economic management of the schools finances. Majority also indicated that the BOM who were trained were effective in hold regular BOM meetings, maintaining a proper accounting records and Staff compensation.

Table 4.13 Untrained BOM members and financial management practices

Financial management practices	Effective	Ineffective
Ensure proper policies and procedures in financial management	21 (28%)	54 (72%)
Efficient and economic management of the schools finances	18 (24%)	57 (76%)
Hold regular BOM meetings	14 (18%)	61 (82%)
Proper accounting records	17 (23%)	58 (77%)
Staff compensation	11 (14%)	64 (86%)

From Table 4.13, majority 65 (87%) of the respondents indicated that BOM members who were trained were effective in ensuring proper policies and procedures in financial management. Majority 62 (83%) of the teacher respondents indicated that the trained BOMs were effective in efficient and economic management of the schools finances. Majority also indicated that the BOM who were trained were effective in hold regular BOM meetings, maintaining a proper accounting records and Staff compensation. Barnett (2000) agrees that for Board of Management members to be competent in the financial management, they need constant exposure to training, seminars and workshops in order to improve their competence rather than depending on experience alone.

Kapkiyai (2007) indicated that the Board of Management can facilitate financial management by; arranging joint meetings between members of staff from his school and other schools so that they can discuss innovations and how they have tried to implement it: organizing in-service courses, workshops, and seminars for Board of Management, providing incentives to teachers to raise their morale and encouraging them to implement the curriculum and encouraging teamwork among the teachers.

The researcher studied the effectiveness of seminars in financial management practices. The findings are shown in Table 4.14.

Table 4.14 Effectiveness of attended seminars and financial management practices

Statements	Very effective		Fairly effective		Very ineffective	
	Effective	Ineffective	Effective	Ineffective	Effective	Ineffective
Attendance of seminars/workshop	5 (14%)	9 (26%)	13 (37%)	8 (23%)	0 (0%)	
Relevant courses offered at the workshops	8 (23%)	14 (40%)	7 (20%)	6 (17%)	0 (0%)	
Frequent attendance of the workshops by BOMs	3 (8%)	6 (17%)	2 (6%)	17 (49%)	7 (20%)	
Support from management for BOM to attend the workshops	3 (9%)	5 (14%)	8 (23%)	0 (0%)	19 (54%)	

From Table 4.14, a few 13 (37%) of the respondents indicated that attendance of seminars/workshop is fairly effective. 14 (40%) of the BOM respondents indicated that there is effectiveness in the relevance of courses offered at the workshops. Many 17 (49%) indicated that there is ineffective in attendance of the workshops by BOMs. Majority 19 (54%) indicated that there is very ineffective support from management for BOM to attend the workshops. The respondents indicated that there is a need for systematic short in-service courses which should be conducted on a continuous basis, more so in the wake of any revision of national development objective and priorities in financial management in secondary schools (Iravo, 2002). Like in-service programme, workshops and seminars help to prepare all those involved in the implementation process by equipping them with the human resource management and familiarizing on how management has been initiated and how it can be implemented. The head teachers and BOM can facilitate financial management by; arranging joint meetings between members of staff from his school and other schools so that they can discuss innovations and how they have tried to implement it: organizing in-service courses, workshops, and seminars for teachers, providing incentives to teachers to raise their morale and encouraging them to implement the curriculum and encouraging teamwork among the teachers so that they can discuss their teaching techniques and methods of evaluation (Kapkiyai, 2007).

Workshops, seminars, in-service courses meant to improve management in schools have been used nationally. This has been done with an aim of improving

the academic performance (Okafor, 2006). Despite the government's effort to support education in public secondary schools in Sameta District in Kisii County through the posting of teachers and improving the infrastructure, the performance has remained dismal. The failure has been attributed to recruitment and selection process of BOM members and training of the BOM members in carrying out their duties. Therefore panel is expected to make the current practices and plans to strategize, structure and systems which bring the school close to attaining the outcomes of the curriculums (Sifuna, 2003). This implies that the BOM members who have trained have more knowledge in human resource management than those who have no training. They are able to handle challenges professionally and perform better.

The researcher investigated the influence of Board of Management members' gender and financial management.

4.7 Board of Management members' gender and financial management

The fourth objective sought to establish the influence of BOM members' gender on the effectiveness in financial management. The study probed the gender composition of the Board of Management in the schools, gender distribution of the BOM in schools and the composition of the executive committee of the BOM. It was important to study influence of gender because many of the board members in different schools are male dominated. This study therefore sought to investigate

if one gender performed better in financial management than the other and if this is the reason why they are preferred to form part of the board members.

The researcher studied the gender composition of your Board of Management in the schools. The findings are shown in Table 4.15.

Table 4.15: Gender composition of Boards of Management

Gender	Frequency	Percentage
Male	52	69
Female	23	31
Total	75	100

Majority 52 (69%) of the respondents indicated that gender composition in their Board of Management is dominated by male. Schools with women board members can expect significantly higher returns and better overall financial management for a number of reasons including, gender diversity at the board level solve problems faster and more effectively than like-minded boards (Dobbin & Jung, 2007). The high number of male BOM members might mean that they are better performers in finance management than their female counterparts.

The researcher studied the relationship between BoM gender and financial management practices in the schools. This was studied in order to establish if a

given gender perform better in financial management practices. The findings are shown in Table 4.16.

Table 4.16: Male Board members and financial management

Financial management practices	Effective	Ineffective
Ensure proper policies and procedures in financial management	49 (65%)	26 (35%)
Efficient and economic management of the schools finances	50 (67%)	25 (33%)
Hold regular BOM meetings	39 (52%)	36 (48%)
Maintaining proper accounting records	50 (67%)	25 (33%)
Accountability in financial management in the schools	44 (58%)	31 (42%)

Majority 49 (65%) of the teacher respondents indicated that the male BoM members were effective in Ensure proper policies and procedures in financial management. Majority 50 (67%) indicated that the male were effective in efficient and economic management of the schools finances. Majority 39 (52%) indicated that the male BOM effectively held regular BOM meetings.

Gender diverse boards tend to have a wider range of backgrounds, experiences, perspectives and problem-solving skills. This rich set of experiences and knowledge can be passed on to top managers and potentially improve the governance of the firm (Terjesen, Sealy, & Singh. 2009).

Table 4.17: Female Board members and financial management

Financial management practices	Effective	Ineffective
Ensure proper policies and procedures in financial management	35 (47%)	40 (53%)
Efficient and economic management of the schools finances	29 (38%)	46 (62%)
Hold regular BOM meetings	43 (57%)	32 (43%)
Maintaining proper accounting records	39 (52%)	36 (48%)
Accountability in financial management in the schools	40 (53%)	35 (47%)

Majority 40 (53%) of the teacher respondents indicated that the female BoM members were ineffective in ensuring proper policies and procedures in financial management. Majority 46 (62%) indicated that the female were ineffective in efficient and economic management of the schools finances. Majority 43 (57%) indicated that the female BOM effectively held regular BOM meetings. The study

findings also indicated that the male BOM were more effective in accountability in financial management in the schools and maintaining proper accounting records. This might imply that the male BoM members perform better in financial management practices than the female.

Carter et al., (2003) and Adams and Ferreira (2009) suggest that more diverse boards are more likely to hold CEOs accountable for poor stock price and encourage better attendance of board meetings, while McKinsey & Co (2010) found that women are more likely to use leadership skills, such as people development, rewards, role models, inspiration and participative decision making than men. (Brown and Caylor 2002) suggest that having more women on boards is associated with stronger attention to the handling of conflicts of interest.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the study and makes conclusions based on the results. The purpose of the study was to investigate factors influencing Board of Management members' effectiveness in financial management in public secondary schools in Koibatek District, Kenya. The study was guided by the following objectives; to establish the influence of Board of Management members' level of education, administrative experience, quality of training in seminars and Board of Management members' gender on the effectiveness in financial management in public secondary schools in Koibatek District.

5.2 Summary of the study

The study aimed to find out the investigate factors influencing Board of Management members' effectiveness in financial management in public secondary schools in Koibatek District. The researcher singled out four factors that he deemed are the factors facing influencing Board of Management members' effectiveness in financial management in public secondary schools in Koibatek District. From a target population of 450 BOM members, 151 male teachers, 116 female teachers and the DEO a sample of 80 teachers, 45 BOM members and one DEO was taken. The response rate was 88%; Out of 126 respondents that included 45 BOM members, 80 teachers and the District

Education Officer, 111 responded, of which 35 were BOM members, 75 teachers and one District Education officer. The sample size was 125 respondents. The BOM members were stratified in to two to involve 8 male and 7 female members from each school. Purposeful sampling was used to select different BOM members, this was in order to involve the chairman, secretary, treasurer and BOM members in the sampled school to participate in the interview. This is because they form the main people governing school financial management. Questionnaires and interview schedules were used for data collection. Reliability analysis was done through test-retest method. Pearson's product moment's correlation was used to test reliability. Validity was ensured through discussion with the experts including supervisors and colleagues. Primary data was collected and analyzed using quantitative and qualitative techniques and presented in tables and graphs. Secondary data was obtained from journals and schools data base. Data collected was analyzed using SPSS (Statistical Package for Social Sciences). Descriptive statistics and thematic statistics were used.

The findings on the first objective of the influence of BoM members' level of education on the effectiveness in financial management in public secondary schools in Koibatek District revealed that a majority of the BOM members had college as their highest level of education. The majority of the teachers had university as their highest level. This means that BOM members' level of education is a factor that might influence board of management members' effectiveness in financial management in public secondary schools in Koibatek

District, Kenya. Majority 60 (80%) of the teachers respondents indicated that BOM's with primary level of education were fairly effective in ensuring proper policies and procedures in financial management. Many 60 (79%) indicated that BOM with university degree were effective in proper accounting records, 64 (85%) indicated that BOM with college degree held regular BOM meetings while 60 (79%) indicated they BOM with secondary education were ineffective in efficient and economic management of the schools finances.

The findings on the influence of BoM members 'administrative experience on the effectiveness in financial management in public secondary schools in Koibatek District revealed that a This implies that BOM ability to handle financial management in schools might be influenced by their administrative experience in mobilization of funds, monitoring expenditure and priotization of activities. Majority 54 (75%) of the respondents indicated that BOM's financial management practice found it very important to prepare and discuss the school budget that prioritize activities. Majority 57 (76%) indicated that it's very important to mobilize parents/stakeholders to source for funds, 51 (68%) indicated that it's important to monitor school expenditure while 52 (69%) indicated that they find that it's important to prepare and discuss the school budget that prioritize activities. The majority 58 (77%) of the teacher respondents indicated that BOMs who were experienced were more effective than those who were inexperienced in ensuring proper policies and procedures in financial management. Majority 52 (69%) indicated that the experienced board of

Management members were effective in efficient and economic management of the schools finances than the inexperienced. Majority 56 (75%) also indicated that the experienced were effective in holding regular BOM meetings than inexperienced BOM members. Majority 50 (66%) of the teachers indicated that the experienced BOM members were efficient in having proper accounting records while majority 51 (68%) of the teachers indicated that the experienced BOM members were efficient in staff compensation than inexperienced.

The findings on the quality of training in seminars on Board of Management in Financial Management revealed that BOM who were trained were effective in hold regular BOM meetings, maintaining a proper accounting records and Staff compensation. Majority 65 (87%) of the respondents indicated that BOM members who were trained were effective in ensuring proper policies and procedures in financial management. Majority 62 (83%) of the teacher respondents indicated that the trained BOMs were effective in efficient and economic management of the schools finances. A few 13 (37%) of the respondents indicated that attendance of seminars/workshop is fairly effective. 14 (40%) of the BOM respondents indicated that there is effectiveness in the relevance of courses offered at the workshops. Many 17 (49%) indicated that there is ineffective in attendance of the workshops by BOMs. Majority 19 (54%) indicated that there is very ineffective support from management for BOM to attend the workshops.

The findings on the study of the influence of BoM members' gender on the effectiveness in financial management in public secondary schools in Athi-River District indicated that the Majority 52 (69%) of the respondents indicated that gender composition in their Board of Management is dominated by male. Majority 39 (52%) indicated that the male BOM effectively held regular BOM meetings while 43 (57%) indicated that the females were effective in holding the meetings. The study findings also indicated that the male BOM were more effective in accountability in financial management in the schools and maintaining proper accounting records. Majority 49 (65%) of the teacher respondents indicated that the male BoM members were effective in Ensure proper policies and procedures in financial management while 35 (47%) indicated that the female were effective. Majority 50 (67%) indicated that the male were effective in efficient and economic management of the schools finances while 29 (38%) indicated that the female were efficient.

5.3 Discussion of findings

The findings indicated that the BoM members' level of education influences the effectiveness of financial management in the secondary schools. The study indicated that the BoM members were educated and therefore qualifies to handle the financial management duties satisfactorily. The study showed that those who were educated were better performers in financial management practices like file keeping, accountability and holding of frequent BOM meeting to update members of the progresses.

It was found that the BoM members' administrative experience influences the effectiveness in financial management. This affects the implementation of the various duties of BoM in financial management. The BOM with experience in financial management performed better in financial practices such as accountability than those who were inexperienced. They were better managers and efficient in financial management. The BoM members should therefore be given enough relevant experience to better their managerial skills in financial management.

It study found that there is influence of BoM members' quality of training in seminars on Board of Management in Financial Management in public secondary schools in Koibatek District. The courses offered in the seminars leads to BoM members acquiring financial management skills that help them in management.

The findings on the quality of training in seminars on Board of Management in Financial Management revealed that BOM who were trained were effective in hold regular BOM meetings, maintaining a proper accounting records and Staff compensation. BOM members who were trained are effective in ensuring proper policies and procedures in financial management. There is effectiveness in the relevance of courses offered at the workshops.

The study found that there is influence of BoM members' gender on the effectiveness in financial management in public secondary schools in Koibatek District. The male preference for financial management roles is affecting the

financial management negatively. The schools should observe gender equality in the selection of roles in financial management among the Board of Members. The findings showed that both the female and male can perform equally well in financial management in secondary schools.

5.4 Conclusions

It can be concluded that the BoM members' level of education influences the effectiveness of financial management in the secondary schools. The BoM members are educated and therefore qualify to handle the financial management duties satisfactorily. The educated BOM members perform better in financial practices such as accountability and financial management than uneducated.

It can be concluded that BoM members' administrative experience influences the effectiveness in financial management. This affects the implementation of the various duties of BoM in financial management. The BoM members should therefore be given enough relevant experience to better their managerial skills in financial management.

It can be conclude that there is influence of BoM members' quality of training in seminars on Board of Management in Financial Management in public secondary schools in Koibatek District. The courses offered in the seminars leads to BoM members acquiring financial management skills that help them in management.

The findings on the quality of training in seminars on Board of Management in Financial Management revealed that BOM who were trained were effective in

hold regular BOM meetings, maintaining a proper accounting records and Staff compensation. BOM members who were trained are effective in ensuring proper policies and procedures in financial management. There is effectiveness in the relevance of courses offered at the workshops.

It can be concluded that there is influence of BoM members' gender on the effectiveness in financial management in public secondary schools in Koibatek District. The male preference for financial management roles is affecting the financial management negatively. The schools should observe gender equality in the selection of roles in financial management among the Board of Members. The findings showed that both the female and male can perform equally well in financial management in secondary schools.

5.5 Recommendations

The BoM members' should be sensitized on the importance of higher level of education on financial management in schools since the BOM was found to be made of persons with low level of education. They should be encouraged to enroll for developing courses on financial management to better their knowledge. The recruitment can also involve checking the members' education levels before their appointment.

Every school should be mandated to have BoM members appointed after gaining the required professional qualification in financial management in secondary schools. The school management should be advised on the need to include

checking the BoM members' professional qualification in financial management. The nominated BOM members should go through vetting to get suitable members with experience in financial management.

The BOM members' should be motivated to attend quality training through attending seminars/workshops. This can be done through provision of time and schedule for BoM members to attend refresher courses in financial management. The trainers should also be given relevant information of the current issues affecting BOM members in secondary schools. This will help in offering relevant training of BOM on financial management.

The training institutes like KEMI should organize tailor made courses for BOM and PTA members to equip them with the right knowledge on financial management in schools. This will help them enhance their skills in financial management and hence better the schools' performances in other disciplines like academics.

5.6 Suggestions for further research

The following are areas for further research;

- i. The effect of financial management on academic performance of primary students.
- ii. The training of BoM members and its influence on the financial management in primary schools.

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APPENDICES

Appendix I: Letter of introduction

University of Nairobi

P.O. Box 29012,

Nairobi.

Dear Sir/Madam,

RE: FACTORS INFLUENCING BOARD OF MANAGEMENT MEMBERS' EFFECTIVENESS IN FINANCIAL MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN KOIBATEK DISTRICT, KENYA

I am a student from University of Nairobi pursuing a Master Degree in Education in Education Administration. I am carrying out a research study: *“Factors influencing Board of Management members’ effectiveness in financial management in public secondary schools in Koibatek District, Kenya.”* Please allow me to collect data from your school. The interview is meant to help in fulfilling the research objectives. The researcher assures you of confidentiality of the respondents.

Yours faithfully,

Wilson Kibor Koros

Appendix II: Questionnaire for teachers

Instructions

This questionnaire is to collect data for purely academic purposes. All information will be treated with strict confidence. Do not put any name or identification on this questionnaire.

Answer the questions as indicated by ticking in the box or filling in the blank space.

Section A: Background of respondents

1. What is your gender? Male Female
2. What is your age? Below 30 years 30-35 years
36-40 years Over 40 years
3. What is your highest level of education? Primary level
Secondary level College level University level
4. How many years have you worked in this school? Below 5 years
5 – 7 years 8-10 years 10-13 years Over 14 years

Section B: Level of education of BOM and financial management

Below are statements related to level of education on financial management, tick appropriately: **1= Very effective, 2= Effective, 3= Fairly effective, 4= Ineffective, 5= Very ineffective**

How would you rate your board member in	1	2	3	4	5
i) Developing and maintain a school strategic plan					
ii) Supervising school projects					
iii) Holding regular BOM meetings					
iv) Procuring goods and services as per laid down regulations					
v) Projects are implemented through effective supervision of BOMs					
vi) Providing teaching and learning resources					
vii) Motivating teachers and students					

Section C: Administrative experience of BOM and financial management

Below are statements related to influence of administrative experience on financial management, tick appropriately: **1= Strongly agree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly agree**

	Statement	1	2	3	4	5
1	Financial management is affected by BOM administrative experience					
2	Administrative experience helps in understanding financial management					
3	BOM members attend development courses in financial management					
4	BOM members are experienced in financial management					
5	The BOM members are experienced trained in financial accountability					

Section C: BOM members’ quality of training in seminars and in Financial Management

5. How do rate yourself in terms of effectiveness in the following financial management practices. Use the following likert scale; **1= Very effective, 2= Effective, 3= Fairly effective, 4= Ineffective, 5= Very ineffective**

Financial Management practice	1	2	3	4	5
Attendance of seminars/workshop					
Relevant courses offered at the workshops					
Frequent attendance of the workshops by BOMs					
Adequate time spend at the seminars					
Support from management for BOM to attend the workshops					

D: Gender of BOM and financial management

Below are statements related to influence of gender influence financial management, tick appropriately: **1= Strongly agree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly agree**

	Statement	1	2	3	4	5
1	BOM gender influences financial performance					
2	Male BOM perform better in financial management than female					
3	There is fair gender composition in the board					

4	Both gender participate in financial management					
5	There is gender disparity in BOM members roles in financial management					

Appendix III: Questionnaire for BOM members and the DEO

This questionnaire is to collect data for purely academic purposes. All information will be treated with strict confidence. Do not put any name or identification on this questionnaire.

Answer the questions as indicated by ticking in the box or filling in the blank space.

Section A: Background of respondents

1. What is your gender? Male Female

2. What is your age? Below 30 years 30-35 years
36-40 years Over 40 years

3. What is your highest level of education? Primary level
Secondary level College level University level

4. How many years have you working? Below 5 years – 7 years
8-10 years 10-13 years Over 14 years

Section B: Level of education of BOM and financial management

Below are statements related to influence of BOM level of education on financial management, tick appropriately: **1= Very effective, 2= Effective, 3= Fairly effective, 4= Ineffective, 5= Very ineffective**

How would you rate your board member in	5	4	3	2	1
i) Developing and maintain a school strategic plan					
ii) Supervising school projects					
iii) Holding regular BOM meetings					
iv) Procuring goods and services as per laid down regulations					
v) Projects are implemented through effective supervision					
vi) Providing teaching and learning resources					
vii) Reviewing the school academic Performance					

Section C: Administrative experience of BOM and financial management

Below are statements related to influence of administrative experience on financial management, tick appropriately: **1= Strongly agree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly agree**

	Statement	1	2	3	4	5
1	Financial management is affected by BOM administrative experience					
2	Administrative experience helps in understanding financial management					
3	BOM members attend development courses in financial management					
4	BOM members are experienced in financial management					
5	The BOM members are trained in financial monitoring					

Section C: BOM members' quality of training in seminars and Financial Management

5. Have you attended a seminar on financial management? Yes No

If yes, what did the training involve?.....

-
6. How do rate yourself in terms of effectiveness in the following financial management practices. Use the following likert scale; **1= Very effective, 2= Effective, 3= Fairly effective, 4= Ineffective, 5= Very ineffective**

Financial Management practice	1	2	3	4	5
Attendance of seminars/workshop					
Relevant courses offered at the workshops					
Frequent attendance of the workshops by BOMs					
Support from management for BOM to attend the workshops					

D: Gender of BOM and financial management

Below are statements related to influence of gender influence financial management, tick appropriately: **1= Strongly agree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly agree**

	Statement	1	2	3	4	5
1	BOM gender influences financial performance					
2	Male BOM perform better in financial management than female					


3	There is fair gender composition in the board					
4	Both gender participate in financial management					
5	There is gender disparity in BOM members roles in financial management					

APPENDIX IV


Research clearance permit

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice *Atieno*



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A **4644**

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MR. WILSON KIBOR KOROS
 of UNIVERSITY OF NAIROBI, 185-20103
 ELDAMA RAVINE, has been permitted to
 conduct research in *Baringo County*

on the topic: **FACTORS INFLUENCING
 BOARD OF MANAGEMENT MEMBERS'
 EFFECTIVENESS IN FINANCIAL
 MANAGEMENT IN PUBLIC SECONDARY
 SCHOOLS IN KOIBATEK DISTRICT, KENYA**

for the period ending:
21st August, 2015

.....
 Applicant's
 Signature

Permit No : NACOSTI/P/15/4340/5246
 Date Of Issue : 24th March, 2015
 Fee Received :Ksh 1,000



[Signature]
 Director General
 National Commission for Science,
 Technology & Innovation

APPENDIX V

Research authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

24th March, 2015

NACOSTI/P/15/4340/5246

Wilson Kibor Koros
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing Board of Management members' effectiveness in financial management in public secondary schools in Koibatek District, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Baringo County** for a period ending **21st August, 2015**.

You are advised to report to **the County Commissioner and the County Director of Education, Baringo County** before embarking on the research project.

On completion of the research, you are required to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Baringo County.

The County Director of Education
Baringo County.